**TEACHER EVALUATION**

Prairie Hill School District #133\*

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| Teacher: |  |  | School: |  |
| Evaluator: |  |  | Assignment: |  |
| Date: |  |  | School Year: |  |

**Teacher will bring to the Pre-Observation Conference:**

* Detailed lesson plan
* Unit overview
* Seating chart
* Any student handouts used during the lesson
* Any assessments used during the lesson

### Domain 1: Planning and Preparation

Addressed in the **Pre-Observation** Conference

* Discuss the option of recording a video of the lesson for teacher reflection

### (The administrator will rate each component by circling, bolding or marking each respective box for each component of each domain.)

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| **COMPONENTS** | UNSATISFACTORY=1 | NEEDS IMPROVEMENT=2 | PROFICIENT=3 | EXCELLENT =4 | EVIDENCE |
| **1a.**  Demonstrating Knowledge of Content and Instruction | Teacher displays inadequate understanding of the subject or continuity of the discipline or content-related instruction. | Teacher's content and instructional knowledge represents limited understanding which may lead to possible student misconceptions. | Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections to other disciplines. Teacher's instructional practices reflect current instructional knowledge. | Teacher's knowledge of content and instruction is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on prior knowledge and seeks to resolve student misconceptions. |  |
| **1b.** Demonstrating Knowledge of students | Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills or interest and does not use such information in planning. | Teacher demonstrates limited knowledge of students’ backgrounds, skills and interests and attempts to use this knowledge in planning for the class as a whole. | Teacher demonstrates thorough knowledge of students’ backgrounds, skills and interests and uses this knowledge to plan for students. | Teacher demonstrates comprehensive knowledge of students’ backgrounds, skills, and interests, using this knowledge to plan and differentiate instruction for individual student learning. |  |
| **1c.**  Selecting Instructional Goals | Teacher's goals are inadequate for students. Goals are stated only as instructional activities and do not permit viable methods of assessment. | Teacher's goals are of limited value for students in the class,. The goals and activities may not allow for viable methods of assessment. | Teacher's goals represent valuable learning and are suitable for most students in this class. They reflect opportunities for integration and permit viable methods of assessment. | Teacher's goals reflect high-level learning relating to curriculum frameworks and standards. They are adapted, where necessary, to the needs of individual students and permit viable methods of assessment. |  |
| **COMPONENTS** | UNSATISFACTORY=1 | NEEDS IMPROVEMENT=2 | PROFICIENT=3 | EXCELLENT =4 | EVIDENCE |
| **1d.**  Demonstrating Knowledge of Resources | Teacher is unaware of school or district resources available either for teaching or for students who need assistance. | Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them | Teacher is fully aware of school and district resources available for teaching and knows how to gain access to resources for students who need them. | Teacher is fully aware of local resources and seeks out additional resources in professional organizations and in the larger community. |  |
| **1e.**  Designing Coherent Instruction | The various elements of instructional design do not support the stated instructional goals or engage the students in meaningful learning. The lesson or unit has no definite structure. | Some of the elements of instructional design support the stated instructional goals or engage students in meaningful learning, while others do not. The lesson or unit has a recognizable structure. | Most of the elements of instructional design support the stated instructional goals and Common Core State Standards while engaging students in meaningful learning. The lesson or unit has a clearly defined structure. | All of the elements of instructional design support the stated instructional goals and Common Core State Standards while engaging students in meaningful learning, and may offer an opportunity for student input. The lesson or unit is highly coherent and has a clear structure. |  |
| **1f.**  Formal Assessment of Student Understanding. | Teacher's approach to assessing student understanding contains no clear criteria or standards and lacks connection with instructional goals. Teacher does not use assessment results to design future instruction. | Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not clearly stated. Teacher does not use assessment results to design future instruction. | Teacher's plan for student assessment is aligned with the instructional goals and Common Core State Standards, with clear assessment criteria. Assessment is used to plan for students. | Teacher's plan for student assessment is fully aligned with the instructional goals and Common Core State Standards, with clear assessment criteria for individual student learning. |  |
|  | UNSATISFACTORY = below 2.5 | NEEDS IMPROVEMENT =  2.5-2.99 | PROFICIENT =  3.0 – 3.49 | EXCELLENT =  3.5 – 4.0 | OVERALL DOMAIN RATING =  (Total Score divided by 6) |
| **OVERALL DOMAIN 1 COMMENTS, SUGGESTIONS AND QUESTIONS:** |  | | | |  |

**Domain 2: Classroom Environment**

### (The administrator will rate each component by circling, bolding or marking each respective box for each component of each domain.)

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| **COMPONENTS** | UNSATISFACTORY=1 | NEEDS IMPROVEMENT=2 | PROFICIENT=3 | EXCELLENT=4 | EVIDENCE |
| **2a.**  Creating an Environment of Respect and Rapport in the classroom | Teacher interactions are unprofessional or improper. | Teacher interactions reflect inconsistencies, favoritism or disregard for diversity. | Teacher interactions are friendly, caring, and non-offensive to diverse groups. | Teacher establishes an atmosphere of genuine caring and mutual respect. |  |
| **2b.**  Establishing a Culture for Learning | Teacher conveys an unprofessional attitude towards the content, the classroom activities and student achievement. | Teacher conveys limited expectations concerning the importance of the content, the classroom activities and student achievement. | Teacher conveys appropriate, grade level expectations concerning the importance of the content, the classroom activities and student achievement. | Teacher consistently conveys a high level of expectations concerning the importance of the content, the classroom activities and student achievement. |  |
| **2c.**  Managing Classroom Procedures and Resources | Classroom routines and procedures are either nonexistent or inefficient resulting in considerable loss of instruction time. | Classroom routines and procedures have been established but function inconsistently with some loss of instruction time. | Classroom routines and procedures have been established and function with little loss of instruction time. | Classroom routines and procedures have been established and function smoothly with minimal loss of instruction time. Teacher provides opportunities for students to become independent in carrying out classroom routines. |  |
| **2d.**  Managing Student Behavior in the classroom | Teacher fails to establish, support and enforce acceptable standards of conduct. | Teacher has established limited standards of conduct, and they are not consistently maintained. | Teacher has established appropriate standards of conduct, and they are maintained. | Teacher has established high standards of conduct and they are integrated into the classroom environment. |  |
| **2e.**  Organizing Physical Space | Teacher permits an unsafe classroom. | Teacher establishes a safe classroom but the physical space is not suited to the lesson activities and/or the needs of the students. | Teacher establishes a safe classroom and the physical space is adjusted for a lesson and/or the needs of the students. | Teacher establishes a safe classroom that is an outstanding resource for learning activities and the needs of the students. |  |
|  | UNSATISFACTORY = below 2.5 | NEEDS IMPROVEMENT =  2.5-2.99 | PROFICIENT =  3.0 – 3.49 | EXCELLENT =  3.5 – 4.0 | OVERALL DOMAIN RATING =  (Total Score divided by 5) |
| **OVERALL DOMAIN 2 COMMENTS, SUGGESTIONS AND QUESTIONS:** |  | | | |  |

### Domain 3: Instruction

### (The administrator will rate each component by circling, bolding or marking each respective box for each component of each domain.)

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| **COMPONENTS** | UNSATISFACTORY=1 | NEEDS IMPROVEMENT=2 | PROFICIENT=3 | EXCELLENT=4 | EVIDENCE |
| **3a.** Communicating Expectations, Directions, and Procedures Clearly and Accurately | Teacher's oral and written communication is inappropriate. | Teacher's oral and written communication is unclear, confusing and/or contains many errors., | Teacher’s oral and written communication is clear and accurate. | Teacher's oral and written communication is clear, accurate and anticipates possible student misconceptions. |  |
| **3b.**  Using Questioning and Discussion Techniques | Teacher makes poor use of questioning and discussion techniques. | Teacher uses questioning and discussion techniques that are limited and/or ineffective.. | Teacher often uses a variety of questioning and discussion techniques as appropriate for the lesson and the learning styles of the students. | Teacher consistently engages students in meaningful or thoughtful questioning and discussion techniques that promote higher order thinking, as appropriate. |  |
| **3c.**  Providing and Reinforcing Content through  Activities and Work Assignments | Teacher fails to provide appropriate content, activities and work assignments. | Teacher provides content, activities or work assignments that are of limited value and/or do not reinforce the lesson. Teacher does not take structure and pacing into account for appropriate student learning | Teacher provides content, activities and work assignments that reinforce the lesson and provides adequate instructional structure and pacing. | Teacher provides content, activities and work assignments that allow the students to connect with the lesson in meaningful ways. The structure and pacing of the lesson allow for student reflection and closure. |  |
| **3d.**  Providing Formative Feedback for Students | Teacher fails to provide accurate, specific and timely feedback | Teacher provides feedback to students that may not be timely, specific or accurate. | Teacher provides feedback that is specific, timely and accurate. | Teacher provides feedback to students that is specific, timely and accurate, while encouraging students to make use of the feedback in their learning. |  |
| **COMPONENTS** | UNSATISFACTORY=1 | NEEDS IMPROVEMENT=2 | PROFICIENT=3 | EXCELLENT=4 | EVIDENCE |
| **3e.**  Demonstrating Flexibility and Responsiveness | Teacher fails to respond to and/or assume responsibility for lack of student understanding. | Teacher demonstrates limited flexibility and responsiveness to students' needs and interests. | Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. | Teacher is highly responsive to students' interests and questions, making lesson adjustments if necessary, in the pursuit of the success for all students. |  |
|  | UNSATISFACTORY = below 2.5 | NEEDS IMPROVEMENT =  2.5-2.99 | PROFICIENT =  3.0 – 3.49 | EXCELLENT =  3.5 – 4.0 | OVERALL DOMAIN RATING =  (Total Score divided by 5) |
| **OVERALL DOMAIN 3 COMMENTS, SUGGESTIONS AND QUESTIONS:** |  |  |  |  |  |

### Domain 4: Professional Responsibilities

Addressed in the **Reflective** Conference

* Teacher may record a video of the lesson as an option to assist with his or her reflection

### (The administrator will rate each component by circling, bolding or marking each respective box for each component of each domain.)

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| **COMPONENTS** | UNSATISFACTORY=1 | | NEEDS IMPROVEMENT=2 | PROFICIENT=3 | EXCELLENT=4 | EVIDENCE |
| **4a.**  Reflecting on teaching | Teacher misjudges the effectiveness of the lesson and has no suggestions on improving the lesson. | | Teacher's reflection on the effectiveness of the lesson is somewhat accurate and makes some general suggestions how it could be improved. | Teacher makes an accurate reflection with general references on the effectiveness of the lesson, and makes a few specific suggestions on improving the lesson. | Teacher's reflection is highly accurate and perceptive, citing specific examples. The teacher offers specific alternative actions for instructional improvements. |  |
| **4b.**  Maintaining accurate records | Teacher's system for maintaining information on student completion of assignments, student progress in learning and for non-instructional activities are in disarray. | | Teacher's system for maintaining information on student completion of assignments, student progress in learning and for non-instructional activities are rudimentary or only partially effective. | Teacher's system for maintaining information on student completion of assignments, student progress in learning and for non-instructional activities are fully effective and timely. | Teacher's system for maintaining information on student completion of assignments, student progress in learning and for non-instructional activities are highly effective and timely. Students participate in maintaining, contributing to, or interpreting the records. |  |
| **4c.**  Communicating with families | Teacher provides no information to families about instructional programs, students’ progress, and makes no attempt to engage families in the classroom culture. Teacher frequently lacks cultural sensitivity. | | Teacher provides minimum information to families about instructional program, students’ progress, and makes modest attempts to engage families in the classroom culture. Teacher occasionally lacks cultural insensitivity. | Teacher provides frequent information to families about instructional program, communicates regularly about students’ progress and makes successful attempts to engage families in the classroom culture. Teacher is sensitive to cultural norms. | Teacher successfully communicates information to families about program and provides a wealth of information about students’ progress, and engages families in the classroom culture. Teacher responds with great professional and cultural sensitivity. |  |
| **COMPONENTS** | UNSATISFACTORY=1 | | NEEDS IMPROVEMENT=2 | PROFICIENT=3 | EXCELLENT=4 | EVIDENCE |
| **4d.**  Participating in a professional community | Teacher has negative relationships with colleagues and avoids opportunities to be involved in the school and community. | | Teacher has minimal relationships with colleagues and participates in school and community events only when specifically asked. | Teacher has mutually beneficial relationships with colleagues and volunteers to be involved in school and community events. | Teacher is a leader among the staff and takes on leadership roles in at least one school or community event. |  |
| **4e.**  Growing and developing professionally | The teacher makes no effort to assume responsibility for growing and developing professionally and does not participate in opportunities for professional development. The teacher resists using feedback from supervisors and colleagues, and does not share ideas with colleagues. | | The teacher participates in professional development activities to a limited extent, accepts feedback from supervisors and colleagues with reluctance and contributes to the profession in limited ways. | The teacher assumes responsibility for growing and developing professionally by participating in opportunities for professional development, including feedback from supervisors, and/or by assisting other educators when the opportunity arises. | Teacher assumes the responsibility for growing and developing professionally by seeking out opportunities for professional development, including feedback from both colleagues and supervisors, and initiates activities to contribute to the profession. |  |
| **4f.**  Showing professionalism | Teacher consistently makes decisions based on self serving interests leading others to question his or her integrity and honesty. | | Teacher is honest in all interactions but shows little collaborative spirit or concern for students and District regulations. | The teacher contributes to fair and honest decision making with students at the center, and complies with District regulations. | The teacher takes a leadership role in maintaining the highest professional standards in all instructional decisions and consistently acts with integrity, honesty and confidentiality, complying fully with District regulations and values. |  |
|  | UNSATISFACTORY = below 2.5 | | NEEDS IMPROVEMENT =  2.5-2.99 | PROFICIENT =  3.0 – 3.49 | EXCELLENT =  3.5 – 4.0 | OVERALL DOMAIN RATING =  (Total Score divided by 6) |
| **OVERALL DOMAIN 4 COMMENTS, SUGGESTIONS AND QUESTIONS:** | |  |  |  |  |  |

## OVERALL PERFORMANCE

**RATING**

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| --- | --- |
| DOMAIN 1: PLANNING AND PREPARATION |  |
| DOMAIN 2: CLASSROOM ENVIRONMENT |  |
| DOMAIN 3: INSTRUCTION |  |
| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES |  |
| **OVERALL DOMAIN RATING:** EXCELLENT = 3.5 - 4.0PROFICIENT = 3.0 - 3.49NEEDS IMPROVEMENT= 2.5 – 2.99UNSATISFACTORY = below 2.5(Total score for all domains divided by 4) |  |
| COMMENTS, SUGGESTIONS, QUESTIONS: | |

**Signatures:** Teacher’s signature merely indicates receipt of this evaluation

document, not necessarily agreement with its contents.

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Teacher’s Signature/Date Evaluator’s Signature/Date